

Metcalfe County
Metcalfe County High School
School Leadership Assessment Report



03/25/2012 - 03/30/2012



School Leadership Assessment Executive Summary

Metcalfe County High School Metcalfe County School District

3/25/2012 - 3/30/2012

Kelly Bell, Principal

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Metcalfe County High School during the period of 3/25/2012 - 3/30/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

School Deficiencies and Next Steps

1. Deficiency	The principal does not actively engage all stakeholders in fostering a school community focused on student achievement.
Next Steps	The principal should develop a process to actively engage all stakeholders in the goals, mission and vision of the school. Family and community members should be surveyed to identify ways to effectively engage stakeholders in fostering a partnership focused on student achievement. The principal and instructional leadership team should research innovative strategies to recruit and involve stakeholders and to effectively implement consistent, meaningful two-way communication. The principal should implement these strategies, venues and initiatives in a systematic process to ensure continuity.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal and administrative team have not empowered teachers as partners in decision making.

Next Steps	The principal should ensure structures are in place to intentionally engage all teachers in meaningful decision making. The principal should develop procedures to regularly solicit teacher input to establish a school community built on unified support and transparent decision making. The principal and instructional leadership team should develop a committee policy with procedures that addresses membership, purpose, agendas and minutes. The principal should ensure committees meet regularly and work toward achieving school goals.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal does not have an effective comprehensive process to evaluate programs and resources on student achievement.
Next Steps	The principal should lead the administrative team in developing a comprehensive, systematic process to monitor and evaluate all initiatives (e.g., instructional strategies, assessments, professional development, professional growth plans, 30-60-90 Day plan, staff allocation) and funds for effective implementation and impact on student learning. The principal should conduct an evaluation based on data to determine the impact of resources (i.e., human, fiscal and physical) on the operational efficiency of the school. The principal should collaborate with district leadership to identify and access community resources to provide support for all students. The principal should monitor the roles and expectations for staff to ensure the school initiatives have the intended impact on student achievement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal has not ensured that all teachers deliver rigorous, student centered instruction and assessment activities that have a positive impact on student achievement.

Next Steps	The principal should continue to assure all classroom instruction is rigorous, relevant, engaging and motivating to meet the needs of the student population. The principal should ensure teachers use the results of assessment data and student work to modify and move instruction to higher levels. The principal should provide meaningful specific feedback and support to focus all teachers on maximizing time and instructional strategies to ensure continuous movement toward proficiency. The principal should provide professional development activities that promote the use of student centered technology and other differentiated instructional strategies so students are prepared to meet all state standards and demonstrate college and career readiness.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Metcalfe County High School
KDE 2012 School Leadership Assessment Report
At-a-Glance

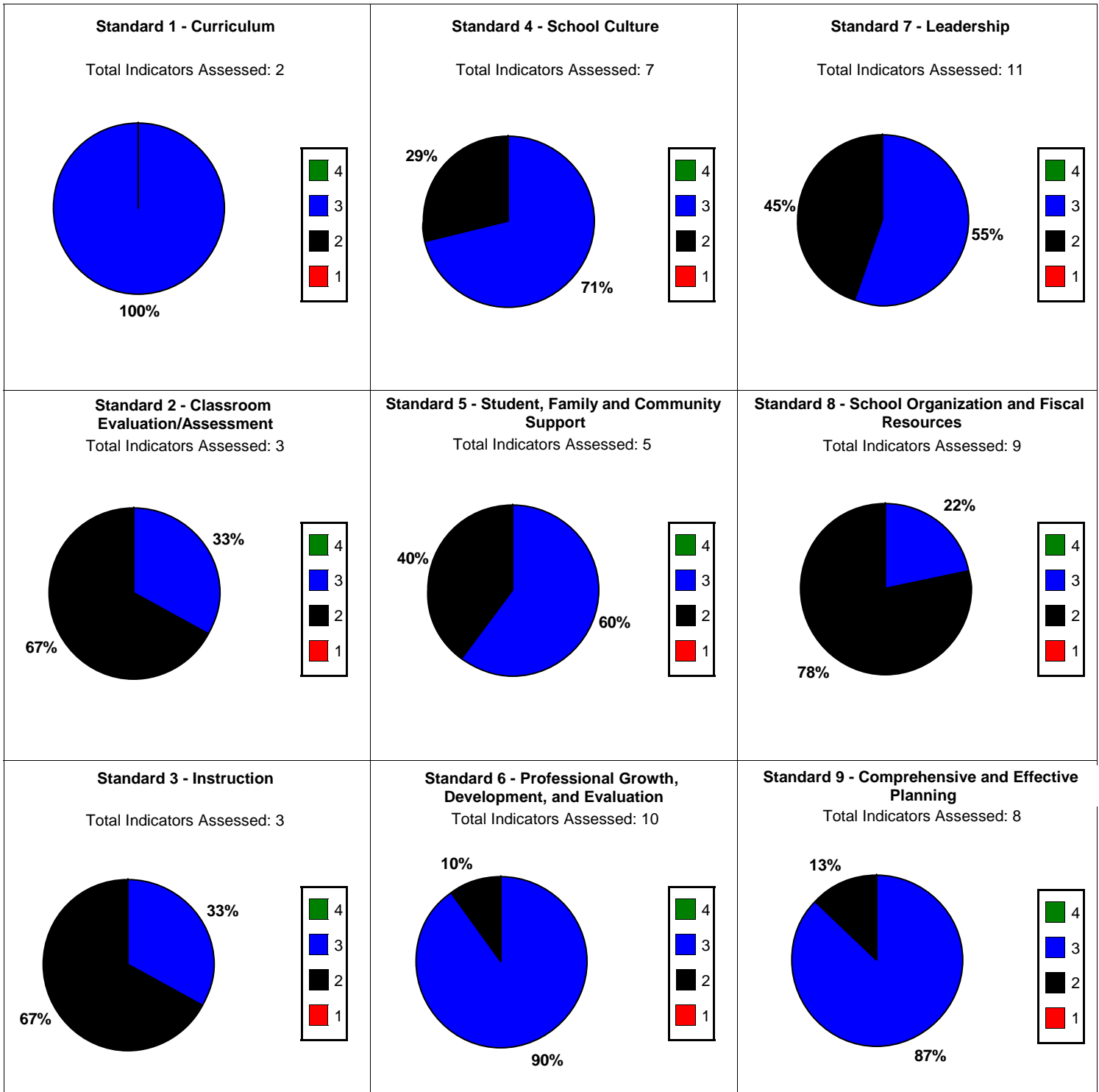
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Metcalfe County - Metcalfe County High School

<p>Standard - 1 - Academic Performance</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p>Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment...goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Kentucky Department of Education
School Leadership Assessment Summary Report
Metcalfe County High School
Metcalfe County School District

3/25/2012 - 3/30/2012

Introduction

The Kentucky Department of Education conducted a school leadership assessment of Metcalfe County High School during the period of 3/25/2012 - 3/30/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (52) and formal interviews and informal discussions with teachers (24), students (90), parents (25), Youth Services Center staff member (1), central office personnel (5), support staff members (13), assistant principals (2), counselors (2), the curriculum coordinator and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Mike Hurt - District Administrator. The other team members were Joy Waldrop - Teacher; Margaret Dotson - Teacher; Henry G. Marks - Higher Education Representative; Margaret Cleveland - Parent; Akeel H. Zaheer - Parent; Fran Salyers - Teacher; Joyce O. Watson - District Administrator; Leesa Moman - Educational Recovery Leader.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, committee meeting minutes and agenda, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors and student work

Interviews with parents, principal, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 3

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

The principal facilitates discussions regarding the identification of key curriculum transition points between middle and high school teachers. Middle and high school teachers meet regularly to review their curriculum and identify gaps and overlaps. At Metcalfe County High School curricular discussions occur during regular professional learning community meetings discussing transition points between course offerings, resulting in a sequential curriculum in all content areas. The principal ensures pacing guides are completed and curriculum has been aligned with Quality Core, Kentucky Core Academic Standards as well as ACT Standards.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The school council authority has been transferred to the superintendent. The principal, leadership team and educational recovery staff monitor the implementation of the curriculum through lesson plan reviews, walkthroughs and classroom observations. Lesson plans are submitted weekly to the principal or curriculum coordinator. Teachers receive feedback on lesson plans to ensure lessons are in alignment with state standards. Content teachers submit to the educational recovery staff a Proficiency Measure (assessment consisting of multiple choice and constructed response questions) for review. These approved assessments are administered to students every three weeks. Results of the assessments are entered into a proficiency calculator where achievement gaps are identified. The principal

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 3

requires teachers to use assessment data to identify students not meeting proficiency for re-teaching content using strategies from their instructional strategies notebook to meet student needs. Teachers have regular guided planning sessions with the principal or curriculum coordinator to review lesson plans, pacing guides and data from proficiency measures.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

The principal and school leadership should continue to provide regular opportunities for middle and high school teachers to discuss key curriculum transition points. The principal and school leadership should discuss the possibilities of common planning times for content level teachers for evaluating and modifying curriculum.

Resources:

Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

O'Shea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development.

Taylor, R. (1999). Missing Pieces: Aligned Curriculum, Instruction and Assessment. Schools in the Middle, 9(4), 14-16, National Association of Secondary School Principals.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, Student Performance Level Descriptors and student work

Interviews with parents, principal, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 3

2.1d Test scores are used to identify curriculum gaps.

The school council authority has been transferred to the superintendent. The principal ensures that faculty annually disaggregate and analyze assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, EXPLORE, PLAN, ACT) to ensure curriculum gaps are identified and the curriculum is aligned with state standards. The principal ensures that data from EXPLORE is reviewed for students entering the freshman academy. The Freshman Dean of Students creates a "to watch" list of students so teachers can intentionally focus on students' academic progress. The principal ensures that department members analyze student achievement and Educational Planning and Assessment System (EPAS) data to identify gaps and use results to drive instruction during regular professional learning community meetings. The principal ensures that students are knowledgeable of their EPAS scores and individual student conferencing occurs. School leadership ensures that test scores are sent home to parents to be viewed, signed and returned.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The principal ensures teachers design Proficiency Measures assessments that are aligned with Kentucky Core Academic Standards, ACT and Quality Core Standards. Proficiency Measures (i.e., multiple choice and constructed response) are administered every three weeks reviewed and results of the data are entered into the proficiency calculator for item analysis. The principal ensures that teachers use formative assessments (e.g., exit slips, graphic organizers, oral questioning) and summative assessments (e.g., end of course assessment, multiple choice, constructed response) in classrooms. Teachers meet each week in professional learning communities to review curriculum and assessment data. All teachers do not consistently design formative and summative assessments that are rigorous and require students to use higher order critical thinking.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

The principal ensures performance standards are communicated in classrooms using ACT Standards, Kentucky Core Academic Standards and the Kentucky holistic scoring guide. Some teachers provide rubrics for students prior to completing assignments and assessments. However, teachers do not always provide performance level descriptors to assist students in identifying proficient work. Student work is displayed in classrooms and hallways with learning targets. The principal ensures teachers' learning targets are posted and communicated to students daily. The Proficiency Measures assessments administered every three weeks are designed to assess students' proficiency on state standards

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

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Summary of recommendations in: **Academic Performance**

Standard 2 Classroom Evaluation/Assessment

The principal should require all teachers design formative and summative assessments that demand high order thinking and reflect rigor. The principal should use walkthroughs and the lesson plan reviews to ensure regular use of this level of assessments.

Resources:

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search>

O'Shea, M. R. (2005). From Standards to Success. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, curriculum documents, curriculum maps, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, rubrics, samples of student work products and Student Performance Level Descriptors

Interviews with parents, principal, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 3

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The principal ensures teachers design learning tasks (e.g., multiple choice, extended response, on-demand writing) similar to those on Kentucky Performance Rating for Educational Progress (K-PREP) and Educational Planning and Assessment System (EPAS). The Proficiency Measures activities developed by teachers are similar to ACT, constructed response and on demand writing included in the state assessment. The principal and leadership team provide some feedback to assist teachers in the alignment of instructional strategies with school and state learning goals. Professional development sessions (e.g., learning styles, characteristics of highly effective teaching and learning, instructional websites shared by educational recovery staff and the district literacy coach) are held on a regular basis for teachers to obtain additional instructional strategies to assist students as they work toward to proficiency.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

The school council authority was transferred to the superintendent. The principal and administrative team monitor instructional practices with regular walkthroughs, observations and review of lesson plans. The principal developed a list of non-negotiables for teachers requiring them to maintain an instructional strategies binder containing activities and strategies to be implemented with students. Teacher leaders attending the PD 360 sessions share research based strategies learned with colleagues at professional learning community meetings. Teachers display learning targets with "I can" statements which reflect the identified standards taught each day. The principal does not ensure all teachers implement a variety of instructional strategies to meet the diverse needs of individual students. Some teachers' lessons lack rigor, problem solving and higher order thinking skills needed to move students to proficiency.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The school council authority has been transferred to the superintendent. The principal has ensured that the building is equipped with multiple technology resources (e.g., two mobile labs, five classroom desktop labs, four iPads, several document cameras, eight sets of SMART Board clickers, fifty-six Kindles, SMART Boards) to provide students extended learning opportunities for college and career readiness. The school partners with the county library in an electronic book swap enabling students to download electronic books. Many teachers infuse technology into their daily instruction; however, the potential for technology to extend student learning is not being maximized. The principal has not ensured all teachers implement instructional activities that promote student use of technology.

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Standard 3 **Instruction**

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Summary of recommendations in: **Academic Performance**

Standard 3 **Instruction**

The principal should ensure increased student use of available technology resources. The principal should provide professional development for the use of technology in research based and best practices instructional strategies for all staff, and monitor for implementation in all classrooms.

The principal should ensure teachers use varied instructional practices in classrooms, promoting rigorous and higher order thinking skills.

Resources:

Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Silver, H., Strong, R.W. & Perini, M.J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

Zemelman, S., Daniels, H. & Hyde, A. (2005). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assignments, classroom displays, documentation of parent contacts, examples of school to home communications, facility inspection reports, fire marshal reports, individual professional growth plans, master school schedule, newspaper clippings/press releases, newspapers, notes from parent conferences, samples of student work products, school newsletter, school Web pages, school/district safety plan, student discipline reports, student handbook, student work, trophy cases and 30-60-90 day plan
TELL survey results

Interviews with classified staff, district leadership, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas and media center

Performance Rating 3

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal regularly communicates (e.g., announcements, community events, faculty meetings, professional learning communities) the belief that all students can learn at high levels to sustain the commitment of continuous improvement. The principal shares this belief with family, business and community members through communications (e.g., The Herald News, 99.1 HOSS Radio, SCRTC Channel 6, school and district Web site) and partnerships (e.g., Chamber of Commerce, Metcalfe County Extension Office, Kingsford Manufacturing, Sumitomo) to foster community support. School leadership provides some opportunities (e.g., Back to School Bash, Literacy Night, Grandparents Day) for family members to understand student achievement goals and school improvement efforts. School leadership conducts walkthroughs designed to focus on continuous improvement in instructional practices, assessments, and student engagement. School leadership meets with teachers to monitor student progress through data collected from Proficiency Measures assessments and Measures of Academic Progress. Teachers share successful instructional practices that impact student learning at various meetings (e.g., professional learning communities, content, grade level). School leadership provides teachers the opportunity to interact and observe in classrooms that model successful instructional strategies. Although most teachers claim to focus on high academic expectations for all students, instructional practices do not

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 3

consistently reflect this belief.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

The school council authority has been transferred to the superintendent. The principal has established several committees (e.g., budget, literacy, social, discipline, curriculum) to assist in making decisions regarding the learning environment. Committee memberships include staff members and parents. Some classified and non-certified staff are included in making decisions that affect the teaching and learning environment. Teachers meet formally in professional learning communities and faculty meetings to discuss teaching and learning. The principal supports non-teaching staff members in their work and seeks their input in decisions related to their responsibilities and their effect on the learning environment. The principal has not implemented a systematic process to meaningfully involve all certified and non-certified staff members in decisions related to students' academic success.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The principal communicates weekly with staff through Monday emails. School information is disseminated to stakeholders through multiple communication tools (e.g., community newspaper, 99.1 HOSS radio, Channel 95, Edmonton–Metcalfe Chamber of Commerce, school and district Web sites). The principal and school leadership attend most of the Edmonton–Metcalfe Chamber of Commerce monthly meetings and share school information with the chambers LISTSERV (electronic mailing list software applications) to disseminate school information to numerous community members. Some staff make phone calls and use emails to share academic and behavior information with parents. Some parents use the parent portal of Infinite Campus to access information about their students' grades. Teachers maintain a communication log of parent contacts in their binders. Formal reports of student progress are sent home at the middle and end of the nine week grading period. The principal does not have a systematic plan to guide communication with stakeholders; however, several media venues are utilized to communicate with stakeholders.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

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Standard 4 **School Culture**

Performance Rating 3

The principal ensures staff regularly recognizes (e.g., marquee, display case, newspaper articles, Web sites, 99.1 HOSS Radio, Channel 95) and celebrates (e.g., 20+PLAN, 20+ACT, student of the month, honor roll, Awesome Raw Talent [ART] artist) student academic and athletic achievements. Posters displayed throughout the school identify student academic accomplishments (e.g., proficient and distinguished scores on Proficiency Measures). The principal ensures students receive tangible rewards for academic successes (e.g., cookouts, ice cream or pizza parties, extra privileges). The principal and school leadership have provided opportunities (e.g., publication of honor roll, school and district Web site, SCRTC Channel 6, Channel 95,) to engage families, community members and business partners in celebrations of student achievement. School staff displays the names of students who have been accepted to colleges. Student work is posted throughout the building and most teachers display student work in their classrooms.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The principal actively recruits diverse, highly qualified teacher candidates using different venues (e.g., Kentucky Educator Placement Service [KEPS], Regional Education Applicant Program [REAP] system, district and school Web site). School leadership receives teacher applications from the district pool of candidates. The principal has not ensured the retention of a highly qualified, diverse teaching staff. The principal has not ensured all teachers incorporate cultural responsive initiatives into instructional practices. Some structures (e.g., Youth Services Center, a guidance counselor, school nurse) are in place for the purpose of reducing barriers to learning. The Youth Services Center offers an array of services (e.g., school supplies, clothing, dental screening) to reduce the physical, cultural and socio-economic barriers impacting student learning. Most staff members have established positive relationships with students. The principal does not ensure that teacher lesson plans and instruction always indicate an intentional effort to promote cultural responsiveness and appreciation of diversity. The principal has provided some professional development opportunities to increase staff awareness and appreciation of cultural differences (e.g., free and reduced lunch students, males versus females, students with disabilities, ethnicity).

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Performance Rating 2

- 4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

School and district leadership have ensured the facility is clean and well maintained. School leadership keeps doors locked for safety. The front door remains unlocked, but has a signaling device to alert office staff when opened. Visitors must enter through the office and are required to sign the visitor's log. The principal ensures that periodic inspection records (e.g., fire alarms, fire prevention, health department) are current. Emergency procedures (e.g., fire drills, tornado drills, earthquake drills, lockdown drills) are conducted as required. Evacuation routes and maps are posted in most classrooms. District leadership provides each principal with a safety manual (Emergency Response Plan). The school is equipped with some camera monitors, and the One Call Now system is used to contact parents in emergency situations. Supervision, duty expectations and assignments for teachers were distributed to teachers at the beginning of school. Each student receives a handbook that includes behavior standards and disciplinary responses to misconduct at the beginning of the school year. The handbook is sent home to parents or guardians to be viewed, signed and returned to the school. Even though the student handbook reflects rules and consequences for behaviors and some teachers have a list of behavior intervention strategies, a formal classroom management program has not been developed. A discipline committee has been created to work on rules and consequences for behaviors in all parts of the building. Few classroom disruptions occur because of intercom announcements and phone calls during instructional time.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The school council authority has been transferred to the superintendent. The principal uses observation data to assign teachers to maximize staff's instructional strengths. The number of allocated staff impedes the success of this process. The master schedule was developed by the guidance counselors with input from survey data collected from students on interests and courses needed. Some student groupings and programs (e.g., Advanced Placement, Extended School Services, APEX Course Recovery, READ 180) are based on Measures of Academic Progress and Proficiency Measures data to provide additional instruction to meet the needs of students. However, these groupings are not always flexible to allow adjustments in student schedules.

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Performance Rating 2

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Standard 4 **School Culture**

The principal should implement a systematic plan to meaningfully involve all certified and non-certified staff members in decisions related to student's academic success. The plan should provide opportunities for certified and noncertified staff to share in decision making related to the teaching and learning environment in their areas of responsibility.

The principal should develop a systematic process to ensure students are assigned to classes and programs that maximize access to the staff's instructional strengths.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Zmuda, A., Kuklis, R. & Kline, E. (2004). Transforming Schools, Creating a Culture of Continuous Improvement, Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, class rosters, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, comprehensive school improvement plan, course syllabi, curriculum documents, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, field trip records, lesson plans/units of study, list of co-curricular offerings, master school schedule, notes from parent conferences, record of home visits, samples of classroom assessments and student handbook

Interviews with district leadership, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and outdoor areas

Performance Rating 3

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The principal and instructional leadership team implement a Proficiency Measures assessments program to continuously evaluate student learning. Students not achieving proficiency (80% correct) on the assessments receive additional instruction in small groups or individually during class to attain mastery in the relevant content. Content areas in which large numbers of students are failing are re-taught using alternate instructional strategies. The curriculum coordinator monitors and analyzes the Proficiency Measures data for each class. This analysis is discussed with each teacher at guided planning sessions with the principal or the curriculum coordinator to improve and modify instruction and assessment. Teachers develop a Failure Intervention Plan for students not making satisfactory academic progress. In addition, identified students (e.g., by the guidance counselors based on grades, teacher referral, parent request) receive tutoring services during the school day in the content areas that need improvement. Two part time tutors work with the identified students in small groups to assist with learning. A Student Assistance Team is convened by the student assistance coordinator once a month to develop individual intervention plans for at risk students. The Student Assistance Team includes the principal, guidance counselors, teachers, Youth Services Center coordinator and Director of Pupil Personnel.

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Performance Rating 3

The Youth Services Center coordinator provides school supplies, clothing and personal hygiene items to students in need at the Back to School Bash, freshman orientation, and during the school year. The Youth Services Center coordinator collected and distributed Christmas supplies (i.e., toys, food and clothing) to families of students in need. These supplies were donated by community organizations (e.g., fire department, Bowling Park, local churches). District leadership, in collaboration with the local health department, provides a full time nurse at the school. Mental health counseling through LifeSkills, Inc. is available at the school four days a week. Students can receive these services through a referral process (e.g., teachers, parents, guidance counselors, student self-referral). The Youth Services Center coordinator arranges for Parenting and Life Skills (PALS) workshops for new and expecting mothers in collaboration with HANDS (Health Access Nurturing Development Services) program. The Metcalfe County Cooperative Extension office provides nutrition and wellness workshops. The Youth Services coordinator provides funds for welfare-emergency assistance to families through a United Way grant.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The principal ensures the school attendance clerk monitors daily attendance and tracks students each class period. An automated phone call is made to the student's home each time a student has an unexcused absence. If the student has three unexcused absences, the attendance clerk makes a personal phone call to the parent or guardian. At the fourth unexcused absence the Director of Pupil Personnel sends a letter to the parent or guardian, and if necessary, makes a home visit. At the sixth unexcused absence the Director of Pupil Personnel sends a notice of referral to court. At the seventh absence the student enters a court ordered diversion program. The school has issued approximately one hundred letters of final warning to students and about thirty students are in the court diversion program. The district and school provide a homebound teacher, traditional and online courses (APEX Learning) for students with long absences. The principal provides credit recovery with online courses to students through the Hornet Learning Academy. Some teachers volunteer additional assistance to students after school. School staff provide co-curricular and extracurricular opportunities (e.g., academic team, band, cross country, Spanish, art, Future Business Leaders of America, Future Farmers of America, Health Occupations Students Association, chess) to students. Students in agriculture classes compete with entries in the local county and state fairs. The

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Performance Rating 3

agriculture teachers are available during the summer to assist with student projects. School leadership provides a Certified Nursing Assistant certification program for students. The principal has established a mentoring program to improve reading proficiency that pairs low level readers with more advanced readers in class. School leadership provides an Accelerated Reader program with rewards. The principal has increased Advanced Placement offerings from three to eight courses this year with enrollment increasing from 40 to 180 students. The guidance counselors and school staff arrange field trips to career fairs and assist students in developing resumes and arrange participation in mock interviews in collaboration with local businesses and professionals. School leadership uses the Kingsford Manufacturing Company grant to provide women's leadership and girl power programs. School leadership collaborates with TJ Sampson Community Hospital to provide job shadowing opportunities for students.

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The principal ensures individual student records are stored in locked filing cabinets in the counseling office. Each case manager keeps special education student records in secure cabinets. School leadership ensures student information (e.g., enrollment, grades, test scores, attendance, behavior) is maintained on Infinite Campus. The guidance counselors monitor to ensure students complete individual learning plans during computer lab classes.

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Performance Rating 2

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The school council authority has been transferred to the superintendent. The school leadership has established several committees, including a parent on each committee. The principal has not established a systematic process to inform and recruit parents and community members to participate in the decision making processes of the school. The school administrative team has not established a formal program to ensure that every student has an adult who can intercede on the student's behalf to support continuous academic progress. The principal has informally linked some students with community mentors. The 2011-2012 Metcalfe County Student Handbook identifies several guidelines and procedures (e.g., due process, conduct, bullying) but does not include procedures for receiving and handling parent complaints or suggestions. The principal is readily accessible to students and parents and has installed a suggestion box for all stakeholders in the central hallway. The administrative leadership team organizes parent workshops (e.g., Advanced Placement courses, ACT scores, ACT Triumph) to provide information and engage parents in student learning. Parent teacher conferences are scheduled to coincide with other school events (e.g., Art Show, Academic Fair) to encourage attendance. Parents are rewarded with free tickets to the homecoming games for attending parent teacher conferences. The principal uses the One Call phone system, the local television station, emails and Infinite Campus parent portal to regularly inform parents about upcoming events, field trips and scholarships and other student opportunities. Teachers maintain parent contact logs and mail "good news" cards to parents of students who demonstrate special accomplishments. The contact logs are regularly monitored by the principal.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

The principal ensures all teachers attend training in collaboration and co-teaching for students with special learning needs provided by the Green River Regional Educational Cooperative. The principal has not ensured a schoolwide procedure for making student referrals for school services (e.g., guidance, school nurse, Youth Services Center, mental health). Staff and students are informally accessing these services as needed. Counseling staff meet with transfer students and those returning to school from extended absences to assign students appropriate educational services. The principal

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Performance Rating 2

has not implemented a schoolwide advocacy program to ensure all students have an adult advocate to intercede on their behalf to help with learning, social or physical well-being.

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Standard 5 **Student, Family and Community Support**

The principal should develop and implement systematic and ongoing strategies to encourage parent participation in the school decision-making process. The strategies should encourage and support meaningful participation of parents on standing committees and school decision making. Each committee should have clear defined charge and should report regularly to school leadership. The principal should provide parent workshops to build parent capacity for effective participation in school improvement.

The principal should ensure that the current intervention services are articulated in a systematic response to intervention program structured and targeted to meet individual student needs. The various student support services (e.g., Youth Services Center, nurse, mental health therapist) should be coordinated to maximize the impact of these services in reducing barriers to student achievement. The principal should ensure these services are regularly evaluated for impact on student success.

The principal should establish procedures to identify, recruit and train adults from the school community who can serve as advocates and mentors of students who do not have an adult to advocate on their behalf. These advocates would intercede when appropriate on behalf of the student to maximize potential for their success. School leadership should consult with a variety of organizations (e.g., Pritchard Committee for Academic Excellence, Lions Club, Chamber of Commerce) to assist in establishing a cadre of student advocates.

Resources:

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, N. Y.: The New Press.

Payne, R., DeVol, P. & Dreussi-Smith, T. (2006). Bridges Out of Poverty. Highlands, TX: Aha! Process, Inc.

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Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, comprehensive school improvement plan, district personnel evaluation system and documentation of implementation, employee handbooks, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, professional development records, samples of student work products, school mission, belief and vision statements, staff development agenda and 30-60-90 day plan

Interviews with classified staff, principal, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 3

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The instructional leadership team arranges and provides professional development for all teachers to enhance their classroom professional practice (e.g., literacy strategies, PLAN and ACT strategies, power verbs, triggers, learning targets) during professional learning community meetings and four district professional development days. Teachers continually update their knowledge through the content focused professional learning community meetings (e.g., content group meetings, vertical curriculum alignment with middle school teachers, standards deconstruction). The principal assigns a mentor to teachers new to the school to help them acclimate to the school's instructional planning processes. The principal is leading a school wide book study, "Fred Factor." The principal asks all teachers attending out-of-district trainings to share information obtained with colleagues. Some teachers have participated in trainings (e.g., KTIP, Advance Kentucky, End of Course trainings) to enhance their leadership skills. Classified staff participates in professional development provided by the district that is appropriate and related to their job responsibilities.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

The instructional leadership team ensures that professional development priorities are aligned with the school's learning goals for students and individual professional growth plans. The principal ensures that individual professional growth plans are focused on math and literacy strategies and school improvement standards (i.e., Standard 3-Instruction, Standard 4-

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Performance Rating 3

Culture) and aligned with the school's learning goals. The principal uses personnel evaluations as a tool for enhancing teacher performance and for determining professional development needs.

6.1e Professional development is on-going and job-embedded.

The principal promotes self-improvement and continuous growth of teachers by providing on-going, job-embedded professional development activities. Teachers participate in professional learning communities weekly providing them with job-embedded professional development opportunities (e.g., curriculum development, research-based instructional practices, grade level meetings, data analysis, "Fred Factor" book study, literacy strategies, classroom management). The instructional leadership team sets agendas for these weekly meetings. The principal and curriculum coordinator meet with all teachers during guided planning sessions to review lesson plans, Proficiency Measures assessments and results providing specific feedback to teachers for improving their instructional practice.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

The instructional leadership team analyzes student achievement data from multiple sources (e.g., Measures of Academic Progress, PLAN, ACT) to identify areas and resource allocations for needed professional development. The instructional leadership team conducts weekly walkthroughs to monitor the impact of professional development on staff classroom practices. The instructional leadership team analyzes Measures of Academic Progress data regularly for instructional impact on student achievement. The principal arranges additional professional development (e.g., book studies, PD 360) activities for teachers needing assistance.

6.2a The school/district provides a clearly defined evaluation process.

The Metcalfe County Board of Education adopted the district certified school personnel evaluation plan on April 20, 2009 and reviewed the plan on May 23, 2011. The principal reviewed the evaluation process and timeline with all certified staff on opening day August 17, 2011.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

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Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 3

The principal allocates professional development funds for training activities as outlined in the school improvement plan. The principal has an informal process for considering out-of-district professional development requests that align with the goals of the school improvement plan.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

School leadership uses the employee evaluation process as a tool for improving staff proficiency. Evaluators provide teachers with constructive and timely feedback that highlights their strengths and identifies possible growth areas. The principal collaborated with teachers in the development of their individual professional growth plans. Teachers developed their individual professional growth plans based on targeted areas (i.e., math, literacy, Standards and Indicators For School Improvement Standard 3-Instruction and Standard 4-Culture) and engaged in self-reflection. The principal meets with teachers to modify their professional growth plans when areas for improvement are identified. The principal has made the professional growth plan an integral part of the evaluation process that fosters teacher reflection and refinement of professional practice.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The principal completes all certified staff evaluations fairly and consistently in adherence to the district certified evaluation plan as approved by the Kentucky Department of Education.

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The administrative team uses the evaluation process to provide teachers with ongoing support through encouragement, timely guidance and professional development. The instructional leadership team conducts frequent walkthroughs with immediate feedback to monitor instructional practices and classroom management skills. The administrative team engages in thoughtful discussions with staff following formal observations and summative evaluations.

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Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

The principal has not developed a professional development plan. The principal ensures professional development activities align to the goals of the school improvement plan. The instructional leadership team ensures activities are job-embedded and build the professional competence of the staff. The school instructional leadership team provides professional development during the professional learning community meetings. Some professional development experiences build on previous trainings (e.g., literacy strategies, curriculum development, research-based instructional strategies). The principal and curriculum coordinator meet with teachers during regularly scheduled guided planning times to review and discuss lesson plans, Proficiency Measures assessments and results to improve individual teacher instructional practice.

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Standard 6 **Professional Growth, Development, and Evaluation**

The principal should create a professional development committee to develop a multi-year professional development plan aligned with the goals of the school improvement plan.

The principal should establish a formal process for staff to request out-of-district professional development trainings.

Resources:

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, civic group programs/agenda, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district personnel evaluation system and documentation of implementation, examples of school to home communications, faculty meeting agenda, individual professional growth plans, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, media materials and inventory, newspaper clippings/press releases, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school event calendar, school mission, belief and vision statements, school newsletter, school Web pages, student discipline reports, student handbook, student work and teacher portfolios

Interviews with classified staff, community members, parents, principal, school leadership, students and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 3

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The school council authority has been transferred to the superintendent. The principal makes decisions in collaboration with the instructional leadership team using multiple sources of data. The principal and administrative staff facilitated an analysis of the 2011 Kentucky Interim Performance and No Child Left Behind Reports at a faculty meeting on September 30, 2011. Based on this analysis, school leadership developed a schoolwide emphasis on literacy and mathematics strategies in every classroom and a daily drop everything and read (DEAR) silent sustained reading time. The administrative team led the faculty in an analysis of the PLAN and Measurement of Academic Progress data on January 2, 2012. School leadership, district leadership and educational recovery staff used results from the 2010 data assessment reports to develop the school improvement grant plans for the 2011-2012 school year. The instructional leadership team uses data to measure implementation and impact of the 30-60-90-120-150 Day plans. Leadership monitors and revisits the plan on thirty-day intervals. The principal uses data to make programmatic changes (e.g., change in school schedule, lower student-teacher ratio, co-teaching model). Teachers assess student

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Standard 7 **Leadership**

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progress using Proficiency Measures every three weeks. Instructional leadership processes the results of these assessments and determines the need for reteaching.

- 7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

All administrators have current professional growth plans which were developed in collaboration with their evaluators. These plans were designed to meet their individual needs and to align with school improvement goals. The principal monitors the implementation of the growth plans throughout the school year. The principal's growth plan was developed in collaboration with her evaluator.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal and the instructional leadership team analyze and use multiple sources of data (e.g., walkthroughs, failure rates, attendance, drop outs, EPAS, Measure of Academic Progress) to guide the instructional program. The administrative team led the faculty in analysis of the Kentucky Interim Performance and No Child Left Behind data on September 30, 2011. School leadership reviews the results from ACT, PLAN, advanced placement and occupational skills standards assessments annually. The instructional leadership team leads the faculty in analysis of the Measures of Academic Progress assessments three times during the school year. The staff assesses student mastery of standards using Proficiency Measures assessments every three weeks and processes the data using a proficiency calculator. The data are used to report progress of the school in the school improvement plan as well as to identify students in need of additional instruction in specific standards. Teachers use a variety of formative assessment strategies to guide daily instructional decisions. School leadership reviews the Proficiency Measures data and grades in infinite campus to monitor progress. School leadership has regular conversations about Proficiency Measures data during planning meetings to determine students' needs and teachers' next steps for instruction. The data are used to identify students for a failure intervention plan (FIP) and to provide additional assistance to students.

- 7.1e Leadership ensures all instructional staff have access to curriculum related

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materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal ensures all staff members have access to the state and district curriculum documents and the curriculum standards for assessments. The teachers have developed pacing guides for the implementation of curriculum standards. The instructional leadership team ensures that lesson plans and the Proficiency Measures assessments are aligned with the appropriate Kentucky Core Assessment Standards, the ACT, the QualityCore end-of-course, the KOSSA (Kentucky Occupational Skills Standards Assessment) and the HOSA (Health Occupational Skills Assessment). The school leadership team and the educational recovery team led teachers in a curriculum standards study June 1-3, 2011. The principal ensures monitoring of lesson plans and assessments through guided planning and weekly walkthrough observations. Two teacher leaders participate in the Mathematics Leadership Network and the English Language Arts Network. They share information from these monthly meetings with their teaching colleagues. One teacher from each department participates in the end-of-course assessment training from QualityCore for the assessed courses. The instructional leadership team provides continuous support for teachers and staff in their use of the varied curriculum documents.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The principal and administrative team monitor classroom instruction to ensure teachers are using time effectively to provide quality instruction and maximize student learning. The principal and administrative team conduct weekly walkthroughs and provides immediate feedback to teachers. The principal and curriculum coordinator meet with teachers in regularly scheduled guided planning sessions and provide instructional feedback using the walkthrough data, evaluation of lesson plans and formative and summative assessments. The principal and administrative team provide some teachers with assistance on classroom management (e.g., coaching, opportunities to observe in other teachers' classrooms, professional development, modeling) when discipline issues inhibit student learning. The principal expects teachers to provide instruction from bell to bell and directs staff to limit interruptions during class time. The principal allows outside groups (e.g., colleges, armed service recruiters, senior class ring salespeople) to meet with students only before school and during lunch rather than interrupting instructional time. The principal has not provided common planning time for teachers to work

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Standard 7 **Leadership**

Performance Rating 3

together during the school day. However, the principal schedules meetings where teachers meet together in various groups every Wednesday after school to work jointly on curriculum and instruction (e.g., faculty meetings, professional learning communities, professional development sessions, new teacher orientation).

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The school council authority has been transferred to the superintendent. The principal uses the district safety manual (Emergency Response Plan) and has established procedures (e.g., monthly safety checks, drills every other month, designated safe spots, bus safety drills) as required. The principal has designated responsibilities to staff for ensuring the implementation of a safe and effective learning environment. Local police, sheriff officers and fire officials occasionally participate in safety drills. Evacuation procedures are posted in most classrooms. The school participated in a Safe Schools audit in 2010-2011 school year. The principal ensures that school facilities and equipment are well-maintained and 21st century technology resources (e.g., SMART Boards, clickers, Kindles, laptops) are provided for teachers, staff and students. However, existing technology is not always used to its fullest potential to enhance student learning. The principal and staff members display a caring and supportive attitude toward students, and parents and community members feel welcome in the school. The principal ensures teachers receive support for classroom management and disruptions are kept to a minimum.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The principal reviewed the mission statement on opening day 2010 school year with the faculty. The staff provided input and drafted different versions of the mission statement to encompass the main goals (big rocks) of the 30-60-90 Day plan. The principal led the staff in developing the mission statement that would guide the turnaround process for Metcalfe County High School. The principal presented the vision statement as Commitment, Pride, and Respect to the staff as a guide for the school's new direction. The mission and vision are posted in common areas and are printed on school documents. The principal verbalizes parts of the mission and vision during daily announcements. There was little input from stakeholders outside the school.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The principal and administrative team collaborate with the Youth Services Center and school nurse to provide resources (e.g., clothing, supplies, parental assistance, home visits, family emergency assistance, holiday assistance, parenting classes) needed to reduce barriers to learning for students. The principal, instructional leadership team, educational recovery staff and district liaison meet every Friday to monitor and modify instructional programs, organizational practices, physical facilities of the school and embrace continuous school improvement as a high priority. The principal has not established a systematic process for the allocation of resources. Staff members request resources through informal conversations. Most teachers indicate they have sufficient supplies and materials. The principal sometimes addresses budget issues in a weekly newsletter which is emailed to teachers, staff and district personnel every Monday morning. The principal has recently established a budget committee composed of several members of the staff and one parent, but the committee has only met once to review the budget. The principal does not always monitor and formally evaluate how human and fiscal resources contribute to improving instruction and student learning.

7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The school council authority has been transferred to the superintendent. The principal has developed procedures and some policies (e.g., early dismissal,

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vandalism, athletic, student acceptable use, consequences for discipline issues, use of technology) which are in the student handbook. All students receive a copy of the handbook and parents and students are required to sign that they have reviewed this document. The principal follows district policies and procedures.

- 7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

The school council authority has been transferred to the superintendent. The principal has recently designated several committees (e.g., budget, curriculum, discipline, literacy, social) with teacher and parents as members, but not all committees are functioning to address concerns resulting from data review. The principal regularly collaborates with staff (e.g., administrative team, instructional leadership team, teachers, professional learning community members) to review student performance data with an intentional focus on improving instruction and student learning. The principal reports progress on the school improvement plan in quarterly reports to the Kentucky Commissioner of Education. The principal formally reports to the local school board twice a year and is available for questions and comments at board meetings. District and school leadership have frequent but informal discussions about the goals for building and strengthening the school's instructional and organizational capacity.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The principal continually engages the staff in academic performance discussions at regularly scheduled meetings (e.g., instructional leadership team, professional learning community, guided planning, team leader). However, few other stakeholders (e.g., families, community, students) are involved in these discussions and the principal does not always solicit participation of the whole school community. The principal has indicated that communication is a high priority in her goals for the school and shares information about the school through various venues (e.g., The Herald News, local radio, Chanel 90 TV, weekly newsletters, school marquee, school web site). The principal solicits input from stakeholders through two way communication initiatives (e.g., student suggestion box, student voice, teacher conversations). Although a few formal opportunities exist for families and community members to provide input, the principal has an open door policy and is highly visible in the community and open to conversations and

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Performance Rating 2

suggestions about the school. The principal has created a positive and supportive learning culture with a commitment to student achievement and high expectations for students and staff. The principal celebrates achievement publicly by presenting Good, Better, Best awards at halftime during ball games, collaborating with the Chamber of Commerce to provide the senior celebrity banquet, recognizing student achievement in hall ways and announcing achievements during morning and afternoon announcements. A formal process to evaluate the impact of all resources, fiscal and human, and the decisions resulting from use of these resources has not been developed, implemented and communicated to all stakeholders. The principal shares leadership responsibilities with the administrative staff (evaluations, growth plans, Kentucky Teacher Internship Program, guided planning.) The principal delegates some projects and tasks (e.g., literacy initiative, grant writing) to teachers and staff to make use of their interests, expertise and leadership skills. The principal has led the staff in an acute focus on curriculum and assessment standards and maintains an emphasis on continuous school improvement.

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Summary of recommendations in: **Efficiency**

Standard 7 **Leadership**

The principal should involve the recently formed budget committee to develop a process to monitor, evaluate and revise the use of resources to sustain continuous improvement. This committee should be involved in developing the annual budget and receive monthly expenditure reports. Stakeholders should be informed of procedures for requesting resources and these procedures should be followed by all.

The principal should implement procedures to ensure all stakeholders (e.g., teachers, students, families, classified staff, community representatives) are meaningfully involved decision makers at the school. The first step toward this process should be to bring the recently formed committees into action.

Resources:

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Whitaker, T. (2006). What Great Principals Do Differently. Larchmont, NY: Eye on Education.

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Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, committee meeting minutes and agenda, committee rosters, community involvement programs, district budget and allocations, master school schedule and school budget and allocations

Interviews with classified staff, district leadership, parents, principal, school leadership, students and teachers

Observations of classrooms, computer lab and media center

Performance Rating 3

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

The school council authority has been transferred to the superintendent. The principal intentionally monitors and implements procedures (e.g., reduction of tardies, limited intercom announcements, instructional assemblies) to provide a learning environment with limited distractions. The principal and school leadership conduct regular walkthroughs to monitor and ensure compliance with non-negotiables (e.g., instructional strategies binder, lesson plans, LIVE SCORE) are implemented and bell-to-bell instruction occurs. Students were grouped for Measures of Academic Progress testing to provide test settings with limited distractions (e.g., few students in a class, separate faster test takers to prevent hurried responses of others) to meet the individual needs of students. School leadership implements the behavior management guidelines identified in the student handbook.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal provides time for regular vertical and horizontal key curricular transition points discussions between middle and high school teachers, resulting in a sequential curriculum in all content areas and course offerings. The principal and the curriculum coordinator ensure that professional learning communities and guided planning sessions meet on a regular schedule to implement the strategies of the 30-60-90 Day plan. The principal monitors lesson plans and conducts frequent walkthroughs to ensure goals, objectives and strategies of the plan are an intentional focus in delivery of instructional strategies.

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Performance Rating **3**

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Performance Rating 2

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The principal communicates regularly through Monday morning newsletters to all staff, weekly instructional leadership team meetings and weekly Wednesday afternoon rotation meetings (e.g., content, team, professional learning communities). The principal ensures the 30-60-90 Day plan is evaluated for implementation and impact of strategies every 30 days with adjustments made to the plan as needed to sustain continuous improvement. The principal and curriculum coordinator provide guided planning to all teachers on a regular basis to ensure standards, assessments, activities and data are used to move students to proficiency. School leadership monitors lesson plans weekly, Proficiency Measures every three weeks, and student failures list every 4 weeks to gauge progress on academic performance. The school council authority has been transferred to the superintendent. The principal and instructional leadership team have begun reviewing and revising previous school council policies. The principal has developed committees (e.g., budget, discipline, literacy) to engage stakeholders (e.g., parents, teachers) in decision making. The principal collaborates with staff to obtain additional funds through community partnerships (e.g., Walmart, Kingsford Manufacturing Company) and grants (e.g., AdvanceKentucky, GearUp). The principal has not established structures and procedures to evaluate and monitor services and positions for effectiveness (e.g., impact of positions, overlap of services) to ensure efficient allocation of all resources.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The school council authority has been transferred to the superintendent. The principal has not established procedures to evaluate the impact of instructional and non-instructional staff allocations to ensure staff talents are assigned to address students' unique learning needs (e.g., administrative staff, instructional assistants, mentors, tutors). Teachers regularly analyze student performance data (e.g., Proficiency Measures assessments, Measures of Academic Progress) to monitor for student failures and to adjust teacher instructional strategies. Some struggling students receive interventions (e.g., pull out one-on-one tutoring, failure intervention meeting, APEX course recovery).

- 8.1f The schedule is intentionally aligned with the school's mission and designed

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to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

District and school leadership collaborated in changing the master schedule from a trimester to a six period day. The six period master schedule provides equal time for courses but does not include flexibility to allow for class time extensions. School leadership identifies struggling students through data (e.g., Measures of Academic Progress, Proficiency Measures assessments) and provides some interventions (e.g., pull out one-on-one tutoring, failure intervention meetings).

- 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council authority has been transferred to the superintendent. The principal has established an advisory budget committee to review the school's allocation of funds. The principal has not implemented or communicated clear budgeting procedures to ensure that all resource allocations are equitable. The principal does not conduct a formal needs assessment to guide resource allocation decisions. Most staff members are allocated fifty dollars for supplies at the beginning of the year. The principal has an informal process to receive requests from staff members for additional funds needed for materials or resources. The principal is supportive of teacher requests whenever funds are available. The principal uses school instructional funds and seeks supplemental funds from other sources (e.g., district, community, grants) to purchase additional requested materials. The principal has not implemented procedures to monitor the impact of resources on student learning.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The school council authority has been transferred to the superintendent. District leadership provided additional Section 7 funds for the 2011-12 school year. District leadership also provided additional assistance (i.e., fiscal, human, physical) to assist the school in implementing the school improvement plan. District leadership has not established a formal process for school leadership to request additional funds to address unmet or unique needs beyond its regular allocation. The principal typically requests additional

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funds through informal conversations and meetings with district leadership.

- 8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal has informal procedures in place for teachers to request funds. The principal reviews requests for additional funds beyond those allocated by the school budget and approves requests based on the availability of funds. The principal and school leadership team review requests to ensure most are aligned with school improvement plan identified needs. The principal has recently established a budget committee; however, it is not fully functional at this time.

- 8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal follows district, state and federal program guidelines to allocate categorical funds. The principal supports many school improvement initiatives (e.g., professional development activities, additional staff, assessments) by integrating categorical funds (e. g., Title I, School Improvement Grant, Extended School Services) to improve student achievement. School and district leadership monitor school fund expenditures to ensure adherence to program requirements and guidelines, but have not established a systematic process to measure the impact of expenditures on school programs.

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Standard 8 School Organization and Fiscal Resources

The principal should collaborate with district leadership to ensure all resources (i.e., fiscal, human and physical) are maximized to support increased achievement for all students. The principal should implement procedures to continuously evaluate the effectiveness of programs and resource use. These procedures should include systematic monitoring to determine the impact on student growth and achievement and the extent to which resources have been used to produce intended results.

The principal in collaboration with the budget committee should develop a systematic budgeting process (e.g., needs, assessment, allocation requests) to ensure equitable distribution of funds. The principal should ensure that all budgeting decisions are guided by the school mission and improvement priorities (e. g., school improvement plan, School Improvement Grant) to address student learning needs as identified by data analysis (e. g., survey results, non-cognitive data, state assessment results, formative assessment results).

Resources:

Bernhardt, V. L. (2006). Using Data to Improve Student Learning in School Districts. Larchmont, NY:Eye on Education.

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

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Standard 9 Comprehensive and Effective Planning

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, eWalk data, examples of school to home communications, faculty meeting agenda, Implementation and Impact Checks, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, newspaper clippings/press releases, organizational charts, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school event calendar, school Web pages, student work and trophy cases

Interviews with classified staff, parents, principal, school leadership, students, teachers and volunteers

Observations of classrooms, common areas, media center and outdoor areas

Performance Rating **3**

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

The comprehensive school improvement plan has been replaced by a School Improvement Grant and a 30-60-90 Day plan (i.e., school improvement plan). Metcalfe County High School's instructional program is data driven. School leadership conducts an annual staff Data Disaggregation Day (October 1, 2010, September 30, 2011). Results of frequent and multiple assessments are used to determine the extent to which goals of the school improvement plan are being attained (e.g., EXPLORE, PLAN, ACT). Measures of Academic Progress assessments are administered three times each year. Every three weeks each teacher administers a Proficiency Measures assessment (i.e., 12 multiple choice, one constructed response question) which is entered into a proficiency calculator that charts individual student progress and trends relating to student performance and the effectiveness of classroom instruction.

- 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The instructional leadership team engages staff in a high level of collaboration regarding assessment data and the relationship of the data to classroom instruction. The principal and curriculum coordinator meet with teachers on a regular schedule for guided planning. During this time teacher-

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Performance Rating 3

created Proficiency Measures assessments and results, lesson plans, walkthrough results, testing data and other issues relating to the effectiveness of instruction are discussed. Stakeholder groups outside the school are not directly involved with collection and analysis of data.

- 9.5c The means for evaluating the effectiveness of the improvement plan are established.

The comprehensive school improvement plan has been replaced by a School Improvement Grant and a 30-60-90 Day plan (i.e., school improvement plan). The principal conducts an instructional leadership team meeting each Friday. Every 30 days the principal ensures that this instructional leadership meeting is devoted to an evaluation of the improvement plan's implementation, and a discussion of what goals and researched based strategies should be included in the next 30 day period. The improvement plan is currently a real-time action plan with 30, 60, 90, 120 and 150 day components.

- 9.6a The plan is implemented as developed.

The comprehensive school improvement plan has been replaced by a School Improvement Grant and a 30-60-90 Day plan (i.e., school improvement plan). The school improvement plan effectively guides most curricular, instructional and student performance activities. Staff members are aware of the main goals (big rocks) of the plan: implementing data driven instruction, implementation of research based instructional strategies, and creation of a professional culture. The principal, through a variety of evaluations, trainings, professional learning communities and individual guided planning sessions, holds faculty members accountable for their responsibilities in the school improvement plan.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The comprehensive school improvement plan has been replaced by a School Improvement Grant and a 30-60-90 Day plan (i.e., school improvement plan). The plan is a real-time action plan containing 30, 60, 90, 120 and 150 day components. The principal and the curriculum coordinator collect and analyze student performance levels relating to the academic performance goals of the plan every three weeks during guided planning sessions using a formal protocol containing six steps (i.e., standards taught during a 3-week unit, deconstruction of the standards, assessment using a 13-question proficiency

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measure, instructional activities, data from the proficiency measurement, resulting intervention groups and re-teaching strategies). Every 30 days the school leadership team reviews data from multiple sources (e.g., Measures of Academic Progress, PLAN, ACT, written teacher checklist reports of intervention analysis and strategies). The instructional leadership team adapted a PD 360 observation instrument to address the goals and strategies of the school improvement plan more directly. The principal and the administrative team conduct frequent walkthroughs and provide immediate feedback to teachers.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

School leadership formally monitors student performance and classroom practices every three weeks using a formal proficiency assessment instrument and related weekly guided planning sessions with each teacher, conducted by the principal and curriculum coordinator. Multiple other non-assessment sources of data are frequently reviewed at weekly administrative team meetings on Fridays, and on Wednesday afternoon professional learning community meetings. Walkthroughs are frequent, using a comprehensive two-page instrument adapted by school leadership in conjunction with PD 360, for the purpose of monitoring the goals and strategies of the school improvement plan.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

School leadership has created a comprehensive system of rewards and recognitions for academic achievement on major assessments, classroom grades, college acceptance and performance in other areas such as attendance and behavior. These rewards and their relationship to specific performances in identified areas are delineated in a written policy statement. Examples of such rewards are drinks and snacks, Hornet Gear, open lunch, newspaper articles, television and radio recognition, One Call recognition, MCHS Good News postcards, pictures and names on walls (for a score of 20+ on ACT or PLAN, and proficient class and end of course work), field trips, lunch at local restaurants and monetary rewards (for Advanced Placement performance). The principal, through a variety of evaluation, trainings, professional learning communities and individual guided planning sessions, holds faculty members accountable for school improvement plan goals and strategies.

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Performance Rating 2

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

In 2010, the principal, in collaboration with the instructional leadership team and staff, created the present mission statement. Parents and community stakeholders were not involved in the process of development. The principal created the vision statement "Commitment, Pride, Respect" with approval by the school staff. A written statement of beliefs for the school has not been developed.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The principal should lead a collaborative effort to recruit stakeholders to become partners in sharing ownership in the schools' goals, vision, and mission to foster a school community focused on student achievement.

Resources:

Holcomb, E. (2004). Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement. Thousand Oaks, CA: Corwin Press.

Schmoker, M. (2001). The Real Causes of Higher Achievement. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

The principal should develop a process to actively engage all stakeholders in the goals, mission and vision of the school. Family and community members should be surveyed to identify ways to effectively engage stakeholders in fostering a partnership focused on student achievement. The principal and instructional leadership team should research innovative strategies to recruit and involve stakeholders and to effectively implement consistent, meaningful two-way communication. The principal should implement these strategies, venues and initiatives in a systematic process to ensure continuity.

The principal should ensure structures are in place to intentionally engage all teachers in meaningful decision making. The principal should develop procedures to regularly solicit teacher input to establish a school community built on unified support and transparent decision making. The principal and instructional leadership team should develop a committee policy with procedures that addresses membership, purpose, agendas and minutes. The principal should ensure committees meet regularly and work toward achieving school goals.

The principal should lead the administrative team in developing a comprehensive, systematic process to monitor and evaluate all initiatives (e.g., instructional strategies, assessments, professional development, professional growth plans, 30-60-90 Day plan, staff allocation) and funds for effective implementation and impact on student learning. The principal should conduct an evaluation based on data to determine the impact of resources (i.e., human, fiscal and physical) on the operational efficiency of the school. The principal should collaborate with district leadership to identify and access community resources to provide support for all students. The principal should monitor the roles and expectations for staff to ensure the school initiatives have the intended impact on student achievement.

The principal should continue to assure all classroom instruction is rigorous, relevant, engaging and motivating to meet the needs of the student population. The principal should ensure teachers use the results of assessment data and student work to modify and move instruction to higher levels. The principal should provide meaningful specific feedback and support to focus all teachers on maximizing time and instructional strategies to ensure continuous movement toward proficiency. The principal should provide professional development activities that promote the use of student centered technology and other differentiated instructional strategies so students are prepared to meet all state standards and demonstrate college and career readiness.

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In Conclusion:

The members of the Metcalfe County High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Metcalfe County High School to continue her roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

_____ Date: _____

I have received the leadership assessment report for Metcalfe County High School.

Principal, Metcalfe County High School

_____ Date: _____

Superintendent, Metcalfe County Schools

_____ Date: _____

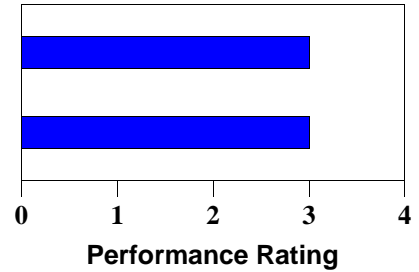
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1.1 Curriculum

Academic Performance

- 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points**
- 1.1f Systematic process for monitoring, evaluating and reviewing curriculum**

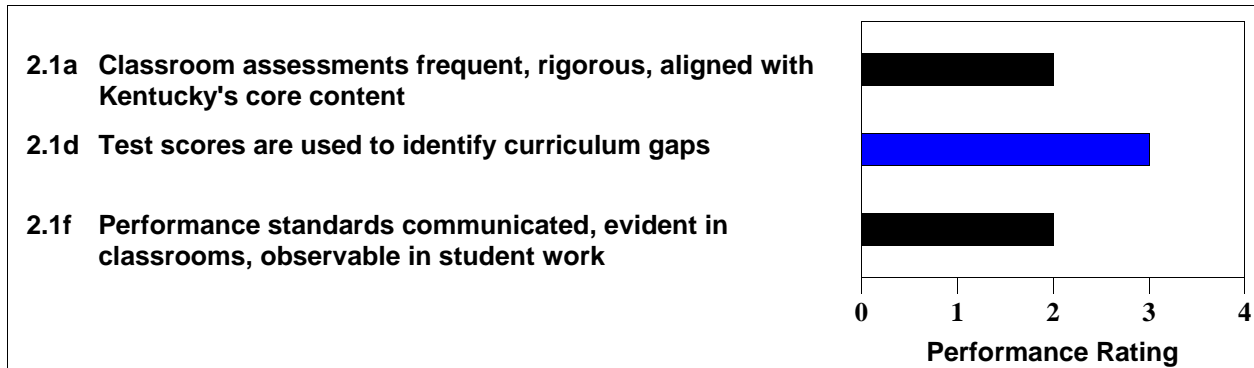


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2.1 Classroom Evaluation/Assessment

Academic Performance

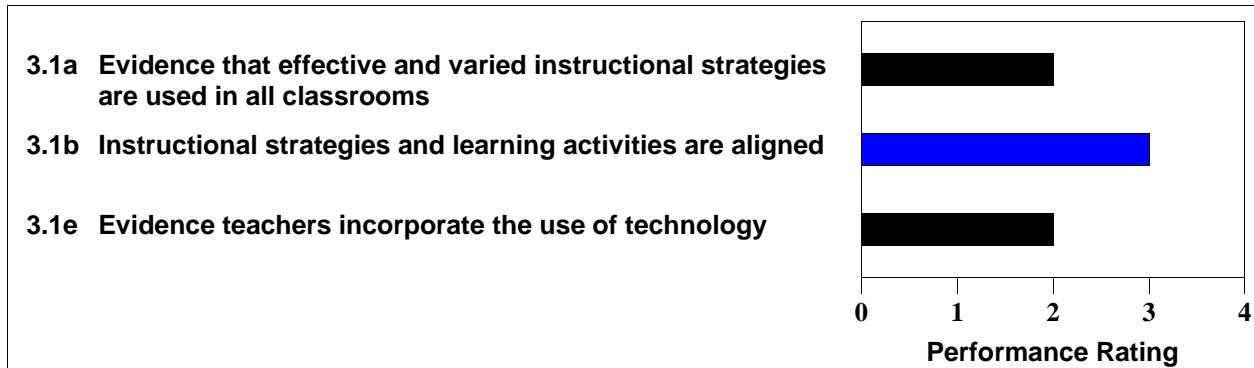


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3.1 Instruction

Academic Performance

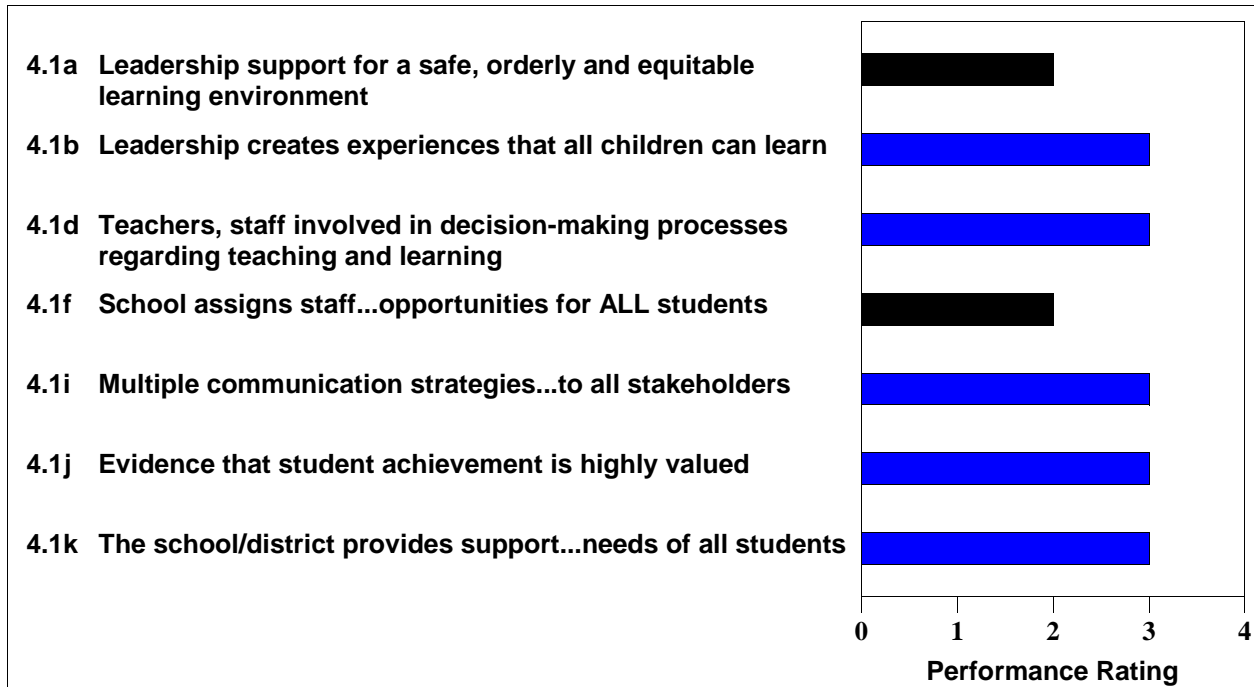


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4.1 School Culture

Learning Environment

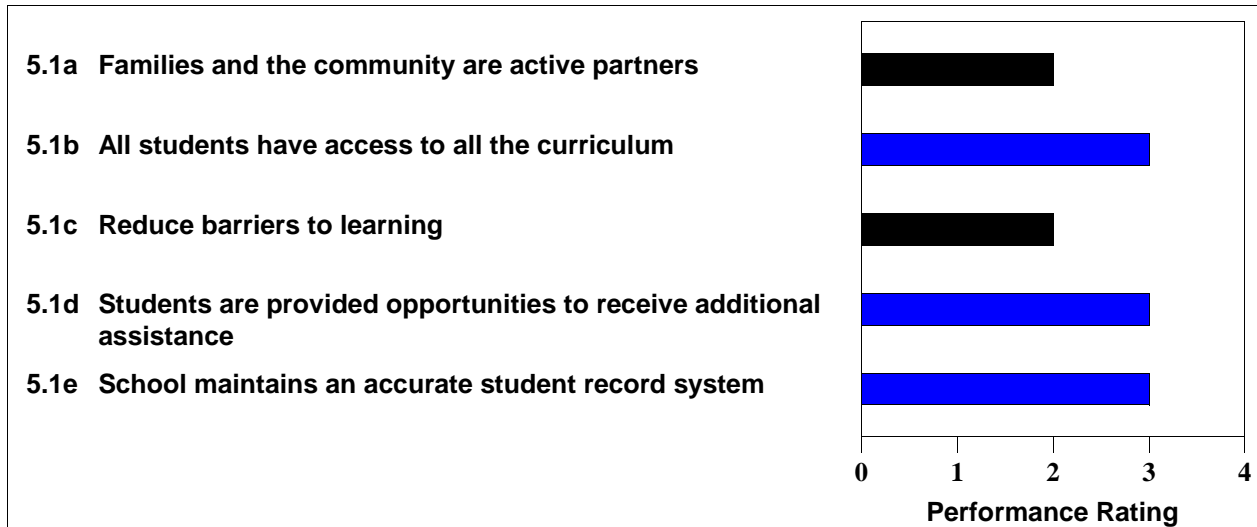


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5.1 Student, Family and Community Support

Learning Environment

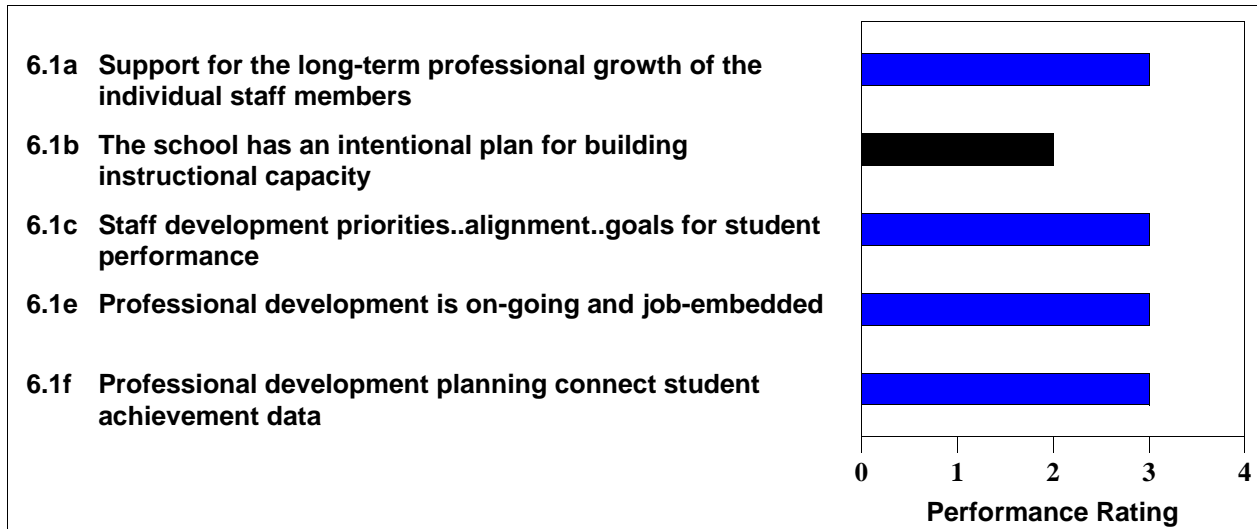


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6.1 Professional Development

Learning Environment

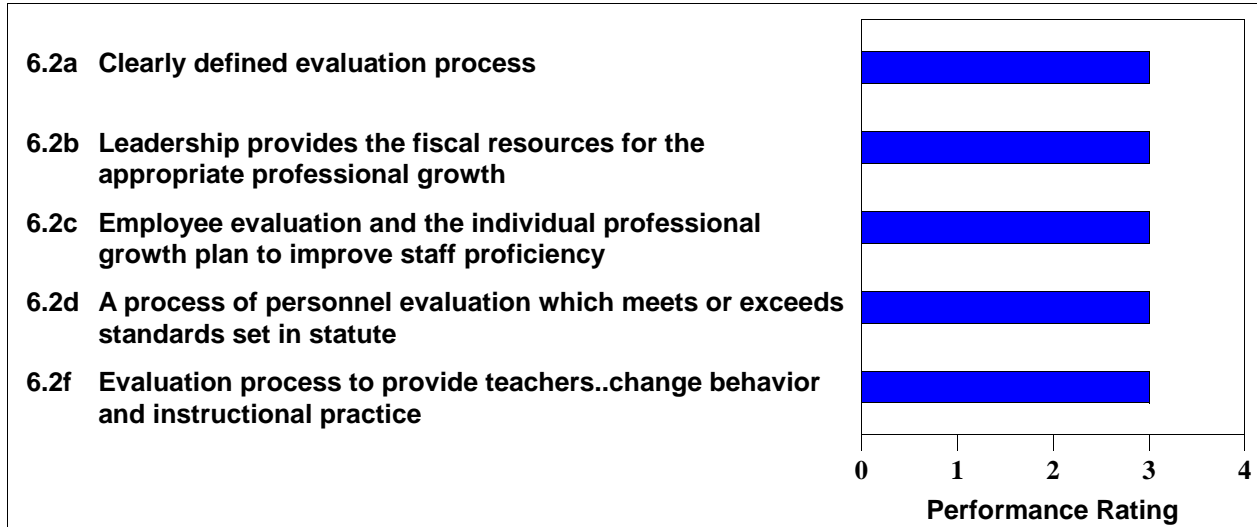


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6.2 Professional Growth and Evaluation

Learning Environment

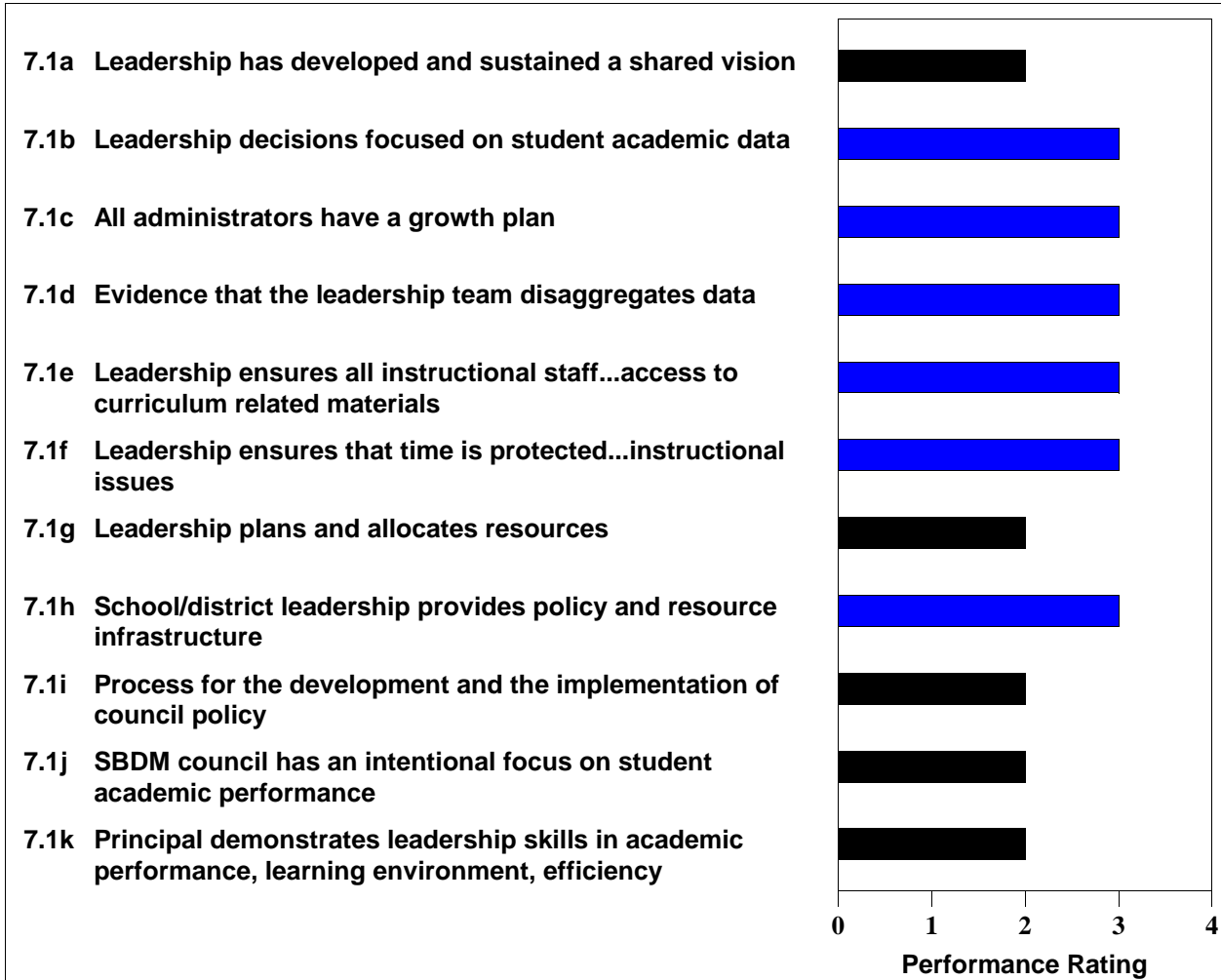


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7.1 Leadership

Efficiency

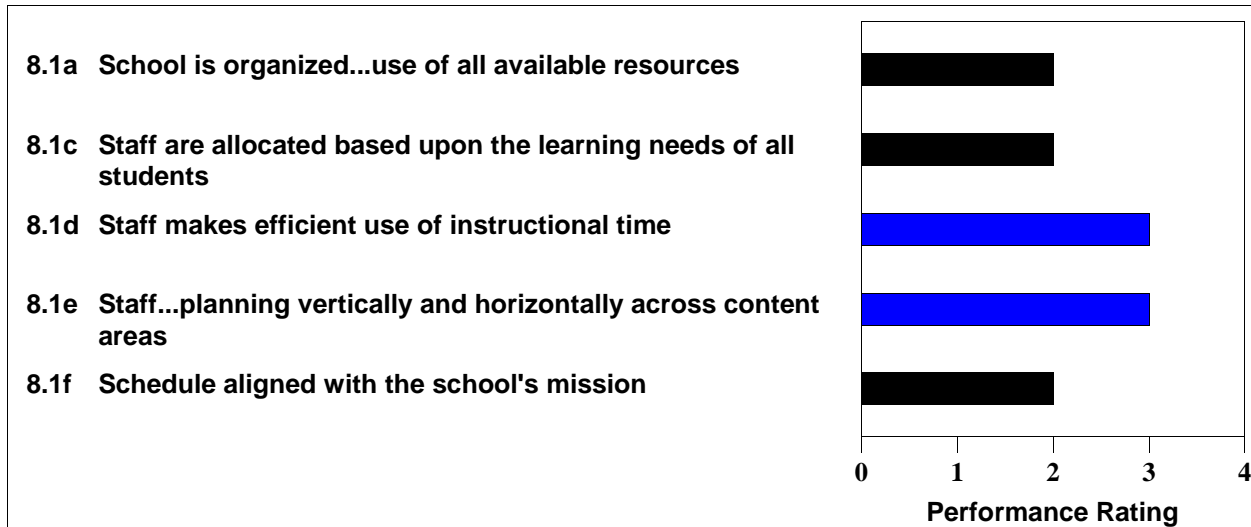


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8.1 Organization of the School

Efficiency

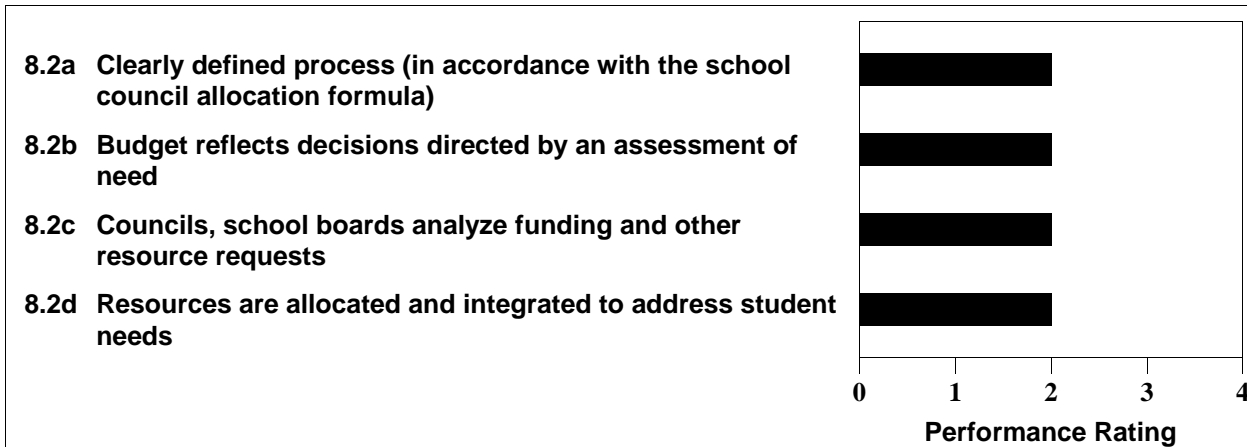


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8.2 Resource Allocation and Integration

Efficiency



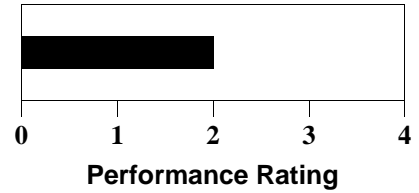
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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



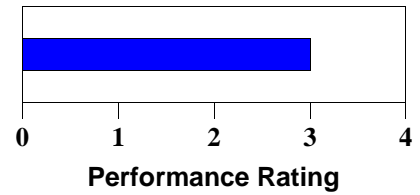
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data



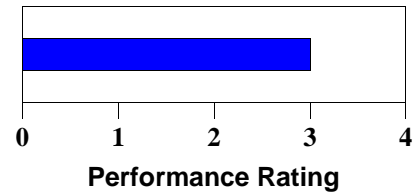
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified



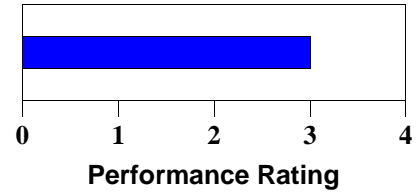
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9.5 Development of the Improvement Plan

Efficiency

9.5c Evaluating the effectiveness of improvement plan



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9.6 Implementation and Documentation

Efficiency

